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ABSTRACT

Techniques and procedures used to evaluate the outcomes of the student development program, and to use the evaluation results, are presented. Specific evaluation questions are posed that address overall outcomes, not individual student outcomes, and quantitative measures are suggested to accompany the questions. The measures include statistical data from student records and phone survey results. Data analysis and interpretation procedures are suggested for both types of quantitative measures. Observations are made about recent program outcomes, based on these factors: substantially more students are now served; rate of dismissal in the program has doubled in recent years; probability of student success in completing at least one course is 70 percent; program students do accumulate credit hours in other university units; attrition rate is 60 to 70 percent; students have been generally satisfied with the program, especially the reading and writing portions; and dissatisfied students felt they had been incorrectly placed. Accompanying data support recommendations that an internal review of the math program take place, diagnostic testing be reviewed for effectiveness, insights into student performance be shared with interested parties, this study be done biennially, and accuracy of records be improved. The student interview form, student record form, and summaries of interview responses from 1975-76 and 1979-80 are appended. (MSE)

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Outcome Evaluation
Student Development Program
Special Studies Division
Cleveland State University

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May 15, 1980

HE013593

I. Evaluation Questions and Procedures

An important dimension of many evaluation plans focuses on the impact or outcomes of a particular program or project under investigation. In the case of the Student Development Program, the outcome questions and related procedures are shown in Figure 1.

Evaluation Questions	Procedures
Do students who are exposed to the S.D.P. change as a result of this exposure in any significant way? 1. Do they remain in school in significant numbers? a. Do they accumulate significant numbers of typical student credit hours with satisfactory grades. b. Do they graduate in any significant numbers? c. Do they recognize benefits from participation in the Student Development Program? 2. If they leave school before graduation can they recognize benefits from participation in the Student Development Program?	1. After creating a 10% random sample of S.D.P. students admitted during: 1975-76 (35 students) 1977-78 (118 students) 1978-79 (121 students) examine S.D.P. records and report a. The number of students in each group who are enrolled in C.S.U. in Fall, 1979 b. The class standing of the students in the group that are currently enrolled c. The total number of student credit hours earned by the sample group in the S.D.P. and in other units in C.S.U. d. The percentage of success as computed by dividing credit hours successfully completed into credit hours attempted in the S.D.P. and in other units in C.S.U. (Success is defined by grades A, B, C and D, S and Deficiency Removed) e. The number of students in the sample group who have completed all course work without receiving a failure. (F, U and Deficiency Continued) f. The number of students in the sample group who have been dismissed from C.S.U. 2. Select a sample and conduct phone interviews to gain students perceptions of the quality of the S.D.P.

II. Data Analysis and Interpretation

A. Examination of Records

The information gleaned from a search of S.D.P. records provides evidence of response to the various questions listed under the first procedure in Figure 1. The evidence is displayed in Table 1.

This evidence supports a series of observations about the performance of the Student Development Program.

1. Over three times the number of students are being served in 1978-79 than were served in 1975-76.

2. The rate of dismissal of S.D.P. students in 1979 is twice what it was in 1975.

3. The probability of an S.D.P. student successfully completing a course (primarily introductory) in another unit in C.S.U. is 7 chances out of 10 (over 70% past success)

4. Student Development Program students accumulate meaningful numbers of student credit hours in other units of C.S.U. For example, assuming the 1978-79 group followed a similar pattern as did the 1975-76 group, they will earn approximately 24,200 student credit hours during their years at C.S.U. (20 hrs. per student x 121 students x 10)

5. It can be inferred that the attrition rate of S.D.P. students as a group is between 60% and 70%. That is, in a group of enrollees who actually take courses, less than 40% of the students will be taking courses at C.S.U. after two years have passed.

ıts	Number of Students Enrolled in Fall, 1979	Class Standing of Students Enrolled in Fall, 1979	Success Percentage in S.D.P. (Credit hours attempted over credit hours successfully completed)	Success Percentage in courses outside S.D.P.[1] (Credit hours attempted over credit hours successfully completed)	Number of Students Completed Course Work with no Failures
	8	Freshman -- Sophomore 2 Junior 3 Senior 3	$\frac{82}{72}$ = 88%	$\frac{941}{717}$ = 76%	4
	23	Freshman 6 Sophomore 12 Junior 4 Senior 1	$\frac{632}{428}$ = 68%	$\frac{2187}{1690}$ = 77%	15
	50	Freshman 33 Sophomore 17 Junior -- Senior --	$\frac{830}{616}$ = 74%	$\frac{1969}{1486}$ = 75%	30

rolled in Student Development Program for the Years 1975-76, 1977-78, and 1978-79

ıree years are Com 111, Com 121, Eng 101, Math 121, Music 151, Psy 121, Rel 249 and sample preferred the following majors:

	1975	1977	1978
Arts & Sciences	31%	35%	52%
Business Ad.	23%	36%	28%
Education	11%	3%	1%
Engineering	3%	9%	7%
First College	--	5%	3%

B. Interview Results

Between March and May 1980, a sample of the group whose records were investigated were also interviewed by phone utilizing the form labelled as Attachment A[2]. The complete pattern of responses for each of the three years being investigated is also appended as Attachment B.

Although it is obviously hazardous to infer conditions or causation from perceptual data, there are some observations that appear to be warranted from examination of the data.

1. The students who responded were generally satisfied with both the treatment and assistance provided by S.D.P. teachers and counselors.

Commonly expressed statements:

-They try to help in every possible way

-The teachers were willing to help if you needed it

-The counselors were helpful

-Received individual attention

-Helpful and friendly

2. Students generally believed that they improved their knowledge and skills to a moderate or exceptional degree from participation in the Student Development Program.

3. Those who were satisfied identified the Reading and Writing courses for special commendations.

4. Students who were not satisfied seemed to be arguing that they were incorrectly placed. One student commented that, "It is not a good program for students who do not need it." Another said that "Entrance tests are not accurate" and that he "Should have had a choice as to whether he should be in the program.

5. The student respondents were mixed in their reactions to the mathematics skill program. There were slightly more negative comments about math than positive comments. Comments about reading and writing were overwhelmingly positive.

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[2] From the 1975-76 sample, 7 students were interviewed
From the 1977-78 sample, 17 students were interviewed
From the 1978-79 sample, 26 students were interviewed

6. In regard to impact, students have overwhelmingly positive things to say about the Student Development Program. The 1978-79 respondents made especially laudatory comments.

III. Limitations

Student Development Program records have been incomplete. As a result some distortion and error can be anticipated. To remedy this problem, for the sake of future evaluation, a new form to record student performance data in the S.D.P. has been developed and is presently in use. (See Attachment C)

A second limitation results from the small sample of students who were interviewed. It is expected that this evaluation can initiate biennial repetitions of the same study and utilize the same or similar procedures. Consequently, the newly acquired information can be used to support or bring into question the observations made in this report.

IV. Recommendations

1. An internal review of the mathematics skill program should be initiated by the Student Development Program administration. The review should consider the differences between the student reaction to the mathematics skill program and the reading and writing programs.

2. This evaluation has surfaced the possibility that some of S.D.P. students believe that they do not belong in the group who can benefit from S.D.P. remediation. Consequently, the question of the efficacy of the diagnostic testing procedures should be carefully explored.

3. The examination of the records and the interview results have generated interesting and valuable insights into the performance of S.D.P. students and their attitudes toward the skill building courses. This information should be summarized and shared with interested parties, possibly through the Special Studies publicity bulletins.

4. Biennial replications of this study should be established as a regular feature of Student Development Program activity.

5. Care must be taken to guarantee that accurate records are kept of each S.D.P. student's activities as he or she progresses from one quarter to the next. Inaccurate records lead to an underestimation of the value of S.D.P. interventions.

75-6____
77-8____
78-9____

ATTACHMENT A

Student Development Program
Interview Form Instructions

I understand that you have taken Student Development courses in the Special Studies Division at Cleveland State University. I am with the University but am not a member of Special Studies. May I interview you to gather information about the Student Development Program?

Please be as honest and thoughtful as possible when responding to my questions. You will not be identified by name when the final report to the University is written.

I have some introductory questions:

a. In what year/s did you attend C.S.U.?

_____

b. Did you take Student Development courses in developmental reading? If so, how many? In what year?

_____

c. Did this course improve your reading skills?

_____

d. Did you take Student Development courses in Basic Mathematics? If so, how many? In what year?

_____

e. Did this course improve your math skills?

_____

f. Did you take Student Development courses in Basic Writing? If so, how many? In what year?

_____

g. Did this course improve your writing skills?

_____

Note to the Interviewer

The questions that follow do not distinguish among the three program areas - reading, mathematics and written composition. Instruct the interviewee that he/she is free to comment separately about each area or

together as a single unit, whichever is most appropriate. If the interviewee distinguishes among the three areas be certain to reflect the differing impressions on the form.

1. How would you describe the quality of the treatment you received from the Student Development Program? Would you describe the treatment as:

_____ Excellent

_____ Good

_____ Acceptable

_____ Poor

2. Why did you describe the treatment as you did?

3. How would you describe the quality of the assistance you received from the Student Development Program? Would you rate the quality as:

_____ Excellent

_____ Good

_____ Acceptable

_____ Poor

4. Why did you describe the quality as you did?

5. How much did you improve your knowledge and skills as a result of your participation in the Student Development Program? Which of the following best represents the best guess about the amount of improvement?

_____ Exceptional Improvement

_____ Moderate Improvement

_____ Little Improvement

_____ No Improvement

6. What aspect of the program had the most impact on you and why?

7. What conclusions have you reached about the impact of the Student Development Program on you:

   a. As a student

   b. As a worker in the labor force

ATTACHMENT B

Student Development Program Interviews
1975-76

Introductory Questions

a. In what year/s did you attend C.S.U.?

All of the students on this form attended C.S.U. during the 1975-76 school year.

b. Did you take Student Development courses in developmental reading? If so, how many? In what year?

Did not take course in developmental reading	-	1
Took one course in developmental reading	-	2
Took two courses in developmental reading	-	3
No Response	-	1

c. Did this course improve your reading skills?

No, this course did not improve reading skills	-	1
Yes, this course improved reading skills	-	5
No Response	-	1

d. Did you take Student Development courses in Basic Mathematics? If so, how many?

Did not take course in basic mathematics	-	1
Took one course in basic mathematics	-	4
Took two courses in basic mathematics	-	1
No Response	-	1

e. Did this course improve your math skills?

No, this course did not improve math skills	-	2
Yes, this course improved math skills	-	3
No Response	-	2

f. Did you take Student Development courses in Basic Writing? If so, how many?

Did not take course in basic writing	-	5
Took one course in basic writing	-	1
No Response	-	1

e. Did this course improve your writing skills?

No, this course did not improve writing skils	-	0
Yes, this course improved writing skills	-	1
No Response	-	6

1. How would you describe the quality of the treatment you received from the Student Development Program? Would you describe the treatment as:

1	Excellent
4	Good
1	Acceptable
0	Poor
1	No Response

2. Why did you describe the treatment as you did?

Comments are from students who chose to make them - not all students gave an answer to this question.

- When you need help you could get it
- Counseling was good
- The counseling was good and everyone was very helpful
- The people were helpful.

3. How would you describe the quality of the assistance you received from the Student Development Program? Would you rate the quality as:

2	Excellent	1	No Response
4	Good		
0	Acceptable		
0	Poor		

4. Why did you describe the quality as you did?

Comments

- People knew what they were talking about
- People took time to listen
- The program set-up helped a lot
- The counselors had knowledge in all areas of the program

5. How much did you improve your knowledge and skills as a result of your participation in the Student Development Program? Which of the following best represents the best guess about the amount of improvement:

1 Exceptional Improvement

5 Moderate Improvement

1 Little Improvement

0 No Improvement

6. What aspect of the program had the most impact on you and why?

Comments:

- The reading program improved speed, but did not need help in comprehension
- The availability of help was excellent
- The math program helped the most because it taught the basic math concepts
- The willingness to help by the counselors was good

7. (a) What conclusions have you reached about the impact of the Student Development Program on you as a student?

- People were always there to help you so that you could plan your schedule and make decisions
- The program helped with other classes
- People were there to help you when you needed help
- the program helped apply to subjects that you would take in the future
- the set-up of the program was good for use in other classes

(b) What conclusions have you reached about the impact of the Student Development Program on you as a worker in the labor force?

- Can get along with other people and pay attention to detail better
- Reading and understanding in the job is very important

ATTACHMENT B

Student Development Program Interviews
1977-78

Introductory Questions:

a. In what year/s did you attend C.S.U.?

All students on this form attended C.S.U. during the years 1977-78.

b. Did you take Student Development courses in developmental reading? If so, how many?

Did not take course in developmental reading	-	9
Took one course in developmental reading	-	2
Took two courses in developmental reading	-	4
No Response	-	2

c. Did this course improve your reading skills?

No, this course did not improve reading skills	-	1
Yes, this course improved reading skills	-	6
No Response	-	10

d. Did you take Student Development courses in Basic Mathematics? If so, how many? In what year?

Did not take course in basic mathematics	-	5
Took one course in basic mathematics	-	8
Took two courses in basic mathematics	-	2
No Response	-	2

e. Did this course improve your math skills?

No, this course did not improve math skills	-	3
Yes, this course improved math skills	-	7
No Response	-	7

f. Did you take Student Development courses in Basic Writing? If so, how many?

Did not take courses in Basic Writing	-	10
Took one course in Basic Writing	-	4
Took two courses in Basic Writing	-	1
No Response	-	1

g. Did this course improve your writing skills?

No, this course did not improve writing skills	-	2
Yes, this course improved writing skills	-	3
No Response	-	12

1. How would you describe the quality of the treatment you received from the Student Development Program? Would you describe the treatment as:

3	Excellent
6	Good
5	Acceptable
1	Poor
2	No Response

2. Why did you describe the treatment as you did?

Comments

- Courses mostly refresher courses. Not applicable to real life situations
- Teachers never showed interest in students
- Not objective
- Reading was excellent
- Everything ran smoothly
- They try to help in every possible way
- ...considering what they were doing, I couldn't have performed without it.
- ...Teacher's style helped
- They try. It will probably take a while for the program to function efficiently.
- Felt like I was in High School unable to make my own decisions.

3. How would you describe the quality of the assistance you received from the Student Development Program? Would you rate the quality as:

7 Excellent

2 Good

2 Acceptable

0 Poor

6 No Response

4. Why did you describe the quality as you did?

Comments

- Counselor always very good and helpful
- Counselors should only be necessary as freshman
- Handicapped student - Very helpful. Helped push pencils for exams. Helped to get him to and from classes.
- There were not enough courses to choose from
- Received no assistance
- Student counselor was like a friend
- Counselors helped course selection and direction
- Counselors were concerned and were not afraid to tackle problems.

5. How much did you improve your knowledge and skills as a result of your participation in the Student Development Program? Which of the following best represents the best guess about the amount of improvement?

4 Exceptional Improvement

3 Moderate Improvement

1 Little Improvement

2 No Improvement

7 No Response

6. What aspect of the program had the most impact on you and why?

- No real interpersonal contact; Nobody to hold your hand; teachers should be able to call student by name
- Felt like a second class citizen and in school only on "their graces".
- Reading had the most impact
- Only place he could find counselors
- Received help in getting around (Handicapped student)

6. What aspect of the program had the most impact on you and why? (continued)

- Student counselors were excellent
- Counseling was always available
- The reading and math program had the most impact
- The counseling had the most impact
- The concern of the counselors had the most impact

7. (a) What conclusions have you reached about the impact of the Student Development Program on you as a student?

- Student felt that he/she should not have been in the program and and that the testing did not prove her capabilities...it might be good for people from "Second class high schools".
- Did not like the Student Development program, "other universities don't make you take this kind of stuff."
- Improved reading ability as a result of the program
- Student transferred to Lakeland Com. College as a result of the program
- Student felt like they were on parole ... rules were too strict
- "If I would have stuck it out it would have helped a lot"
- The program is good and should remain
- The program helped me in outside programs and classes
- ...very rewarding, helped me prepare for harder classes.

(b) What conclusions have you reached about the impact of the Student Development program on you as a worker in the labor force?

- proofreading as typist has greatly improved
- the program has helped a little, but can not pinpoint anything.
- helped to be able to ask questions
- person became more sure of themself
- The program helped in later courses. "I am doing good now because of the background I got in the program.
- It has helped me a little as a store clerk.

ATTACHMENT B

Student Development Program Interviews

1978 - 79

Introductory Questions:

a. In what year/s did you attent C.S.U.?

All students on this form attended during the school year 1978-79.

b. Did you take Student Development Courses in Developmental Reading? If so, how many?

Took one course in Developmental Reading -	11
Took two courses in Developmental Reading -	8
Did not take course in Developmental Reading -	6

c. Did this course improve your reading skills?

Yes, the course improved reading skills -	16
No, the course did not improve reading skills -	3
No answer -	6

d. Did you take Student Development courses in Basic Mathematics? If so, how many?

Took one course in Basic Mathematics -	19
Took two courses in Basic Mathematics -	4
Did not take course in Basic Mathematics -	2

e. Did this course improve your math skills?

Yes, the course improved math skills -	13
No, the course did not improve math skills -	10
No answer -	2

f. Did you take Student Development courses in Basic Writing? If so, how many?

Took one course in Basic Writing -	8
Took two courses in Basic Writing -	10
Did not take course in Basic Writing -	7

g. Did this course improve your writing skills?

Yes, the course improved writing skills -	15
No, the course did not improve writing skills -	4
No answer -	6

1. How would you describe the quality of the treatment you received from the Student Development Program? Would you describe the treatment as:

4	Excellent
14	Good
5	Acceptable
2	Poor

2. Why did you describe the treatment as you did?

Comments:

- The counselors were always nice
- The people in the program told him he was required to take math when he did not need it
- The teachers seemed interested in the students
- The counselors and teachers were friendly...they viewed students as important
- The teachers and counselors were always willing to help
- The teachers were willing to help if you needed it
- Student didn't see the counselors as much as he should have...when he did, they were somewhat supportive.
- The writing teachers were nice and gave students individual attention
- The counselors were helpful
- Student received a lot of individual attention
- Counselors and teachers were there when you needed assistance
- No one would listen to student...she felt she didn't belong there, but they insisted she could not get out until they felt she was ready.
- Student learned a lot; reading improved; math helped in preparation for calculus
- Student was helped in areas not prepared in.
- Student felt he was not involved in it enough to know why he described the treatment as acceptable
- Math - teacher made sure student understood it
  Writing - changed teachers in middle of course
  Reading - Teacher kept class interesing
- Courses helped a lot and the teachers helped students individually
- Counselors were helpful in planning course work
- Didn't feel they needed to be in the program
- Reading - received individual attention; Math - teacher didn't help much
- Teachers were good

3. How would you describe the quality of the assistance you received from the Student Development Program? Would you rate the quality as:

4 Excellent

10 Good

8 Acceptable

3 Poor

4. Why did you describe the quality as you did?

Comments:

- The reading and writing courses were valuable. The math course had material already taken in high school
- Material in math course had been covered in high school
  Student believes there must be a more fair way to determine student's abilities than the entrance tests. Did this happen because student development wanted more students?
- The reading and English courses were helpful. The math course was a repeat of what she had had in high school
- The courses helped her in her more advanced college courses
- She needed the material covered in the courses before she could go on to take other college courses
- Math course material had already been covered; Entrance tests are not accurate; The english courses were valuable
- The math and writing courses helped to add to student's general knowledge
- The English course helped him in writing papers
- The reading courses helped
- The courses have helped her to correct the lack of knowledge she had before entering college
- Looking for more depth in courses
- Teachers were good
- No assistance from anyone there
- Counselors helped
- Student had trouble getting a tutor for math
- Counselors were helpful and willing to answer questions
- Staff helpful and explained things she wanted to know about
- Teachers were helpful
- The reading course helped with study skills
  The math course was not that valuable as far as the content
- Student did not understand why he was put in the program
- The reading course was very helpful
- Math did not help at all - he had had the material in 8th grade.
- Student liked the course material
- The writing teacher was more available to help students than others

5. How much did you improve your knowledge and skills as a result of your participation in the Student Development Program? Which of the following best represents the best guess about the amount of improvement?

6	Exceptional Improvement
14	Moderate Improvement
4	Little Improvement
2	No Improvement

6. What aspect of the program had the most impact on you and why?

- The reading and writing courses--they helped with being able to study the material in textbooks and writing papers
- None
- The reading course--it helped with studying
- The reading course--it gave student help with reading and grammar
- The reading course--they helped improve study skills and reading comprehension
- The English courses teach material you will need to know for other courses
- The teachers in the courses gave individual attention to students
- The writing course material had the most impact
- The reading course--helped student study better
- All courses were good--especially the reading courses
- The reading course--increased speed, comprehension, and vocabulary
- English--student received an "A" in the course
- None
- Math--no specific reason
- The reading course--it helped with study skills
- The reading course--learned how to pick out important ideas in reading material, how to study for tests, and how to answer essay questions
- The math course--student had no idea how to do algebra until student took the course
- The writing course--student liked the course because the teacher was very nice and helpful
- The reading course--helped with study skills
- The reading course--helped with study skills
- The reading course--encouraged him to read books
- The English teacher gave personal attention to students
- Student liked how they assessed student's abilities before they entered the program
- The writing course--helped develop writing skills for term papers

7. (a) What conclusions have you reached about the impact of the Student Deveopment Program on you as a student?

- it helped her brush up on certain basic subjects she was lacking
- courses will help with more advanced courses
- Should have had choice as to whether he should be in program
- Entrance tests not accurate
- It was a waste of time; student does not believe a person should have to pay tuition for these courses because they provide no credit toward graduation.
- Program made her realize how important learning is
- The program is good for students who lack basic skills to succeed in college
- The program gave student a better outlook on college
- Program helped to make the transition from high school to college easier
- Student would have been totally lost when trying to take other college courses without the help of this program.
- program helped with study skills
- program improved study skills
- the program helps you to be a better student
- Student did not want to be in the program
- The program benefitted him as a student--helped him prepare for advanced class
- Program gives you more confidence to compete in college
- Student believes she is a better student now as a result of the courses
- The program prepares you for college courses
- The program is good for students who need help
- The program helped him to continue on with his studies
- The program helps you become a better student
- The program is good for students who were not prepared to enter college by their high school
- Student believes he will have a better chance of doing well in other courses
- It is not a good program for students who do not need it

(b) 7. What conclusions have you reached about the impact of the Student Development Program on you as a worker in the labor force:

- 22 students did not believe this was a relevant question in their present circumstances.

- The program helped to a certain degree--He is majoring in accounting, but has not worked as an accountant yet, so it is difficult to say now.

- Yes, the program gives you a general background for work

- The English courses has helped student when they need to write at work

hite - 77-78
lue - 78-79
ellow - 79-80
ink - 80-81
hite - 81-82 (etc.)

STUDENT DEVELOPMENT PROGRAM - STUDENT RECORD FORM

ATTACHMENT C

Name:_____ S.S.#_____ Date of CSU Admission_____

Address:_____ Tel. No._____

ollege
pplied to:_____ ACT/SAT _____ Age:_____ H.S. Attended_____

	FALL				WINTER				SPRING				SUMMER			
COURSE	Pre	Post	Gr.	Instructor	Pre	Post	Gr.	Instructor	Pre	Post	Gr.	Instructor	Pre	Post	Gr.	Instructor
NGLISH 098 asic English)																
GLISH 099 (Inter- mediate)																
MATH 098 (Basic rithmetic)																
ATH 099 (Algebra)																
EDB 106 evelop- ental Rdg. I)																
EDB 107 Develop- ental Rdg. II)																

UNIVERSITY COURSES AND GRADES

	English	Soc. Sci./Hist.	Math	Comm.	Science	Fine Arts	Other	Quarterly GPA	Cum. GPA
F									
W									
Sp									
Su									
F									
W	23								
Sp									

24